

## DETERMINATION OF ELIGIBILITY/CONTINUED ELIGIBILITY

Students Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Summary of Evaluation Reports

(Basis for making the determination is drawn from a variety of sources, including aptitude and achievement tests, parent input and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior)

**Name of Test**

**Date Administered**

### Test Scores/Results

[illegible]

List the academic, developmental, and functional needs of the student resulting in an adverse effect on the child's educational performance.

[illegible]

## REQUIRED DOCUMENTATION FOR SPECIFIC LEARNING DISABILITIES

Check the appropriate box:

\_\_\_\_\_ RtI criteria will be used to determine eligibility.

***OR***

\_\_\_\_\_ Discrepancy criteria will be used to determine eligibility.

***If the child has participated in a process that assesses the child's response to scientific, research-based intervention document the following:***

The instructional strategies used in the RtI process that assesses the child's response to scientific, research-based intervention: \_\_\_\_\_

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Student-centered RtI data collected:

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***(Required for RtI and Discrepancy)***

\_\_\_\_\_The child **does** achieve adequately for the child's age or to meet state-approved grade-level standards in the following areas, when provided with learning experience and instruction appropriate for the child's age or state-approved grade-level standards.

\_\_\_\_\_The child **does not** achieve adequately for the child's age or to meet state-approved grade-level standards in one of more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or state- approved grade-level standards:

- \_\_\_\_\_ Oral Expression
- \_\_\_\_\_ Listening Comprehension
- \_\_\_\_\_ Written Expression
- \_\_\_\_\_ Basic Reading Skills
- \_\_\_\_\_ Reading Fluency Skills
- \_\_\_\_\_ Reading Comprehension
- \_\_\_\_\_ Mathematic Calculation
- \_\_\_\_\_ Mathematics Problem Solving

\_\_\_\_\_ Based upon the data gathered the evaluation team determines the child has not made sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified above when using a process based on the child's response to scientific, research-based interventions.

***OR***

\_\_\_\_\_The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the team to be relevant to the identification of a specific learning disability in one or more of the areas identified above when using appropriate assessments.

***(Required for RtI and Discrepancy)***

Document data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings by qualified personnel:

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***AND***

Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents:

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Based upon the above data, the evaluation team must determine that the underachievement in the child suspected of having a specific learning disability:

\_\_\_\_\_ is due to the lack of appropriate instruction in reading or math; **OR**  
\_\_\_\_\_ is **not** due to the lack of appropriate instruction in reading or math.

***(Required for RtI and Discrepancy)***

**Observation:** Relevant behaviors, if any, noted during the observation of the child and relationship of those behaviors to academic functioning. The observation must occur in the child's learning environment (including regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty. In the case of a child of less than school age or out of school, a group member must observe the child in an environment appropriate for a child of that age.

Observer \_\_\_\_\_ Dates of Observation \_\_\_\_\_

\_\_\_\_\_ Information from an observation in routine classroom instruction and monitoring of the child's performance was done before the child was referred for an evaluation:

**OR**

\_\_\_\_\_ Observation of the child's performance in the regular classroom was done after the child has been referred for an evaluation:

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***(Required for RtI and Discrepancy)***

Educationally relevant medical findings, if any (attach medical report if needed):

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***(Required for RtI and Discrepancy)***

The evaluation team determines that the child's achievement level problem is/is not primarily the result of:

- \_\_\_\_\_ Is \_\_\_\_\_ Is Not - Visual, hearing or motor disabilities;  
\_\_\_\_\_ Is \_\_\_\_\_ Is Not - Cognitive disability;  
\_\_\_\_\_ Is \_\_\_\_\_ Is Not - Emotional disturbance;  
\_\_\_\_\_ Is \_\_\_\_\_ Is Not - Cultural factors;  
\_\_\_\_\_ Is \_\_\_\_\_ Is Not - Environmental or economic disadvantage;  
\_\_\_\_\_ Is \_\_\_\_\_ Is Not - Limited English proficiency.

***If the child has participated in a process that assesses the child's response to scientific, research-based intervention:***

Document how and when parents were notified about the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided,

strategies for increasing the child's rate of learning and the parents right to request an evaluation.

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**1. SPECIFIC LEARNING DISABILITY** - Based upon the above information the team agrees the child:

\_\_\_\_ has a specific learning disability  
\_\_\_\_ does not have a specific learning disability

This report reflects my conclusions. If not, person(s) in disagreement will indicate such and may submit a separate statement.

Name	Position	
_____	_____	( ) Agree ( ) Disagree
_____	_____	( ) Agree ( ) Disagree
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**2. COGNITIVE DISABILITY** - The following characteristics are indicative of students in need of special education due to a cognitive disability.

\_\_\_\_ General intellectual functioning 2 standard deviations or more below the mean as determined by the full scale score on an individual cognitive evaluation, plus or minus standard error of measurement.  
\_\_\_\_ Exhibits deficits in adaptive behavior and academic or pre-academic skills as determined by an individual evaluation.

**3. DEVELOPMENTAL DELAY** - The following characteristics are indicative of children 3, 4, or 5 years old who are in need of special education due to a developmental delay. Check those that apply:

\_\_\_\_ Functions at a developmental level 1.5 standard deviations below the mean in any two developmental areas; or  
\_\_\_\_ Functions at a developmental level 2 standard deviation below the mean in any one area of development.

Check the areas of development:

____ Adaptive Functioning Skills	____ Social and Emotional Development
____ Cognitive Development	____ Physical Development
____ Communication Development	

**4. HEARING LOSS**

\_\_\_\_ A student may be identified as having a hearing loss when an unaided hearing loss of 35 to 69 decibels is present that makes the acquisition of receptive and expressive language skills difficult with or without the help of amplification.

**5. DEAFNESS**

\_\_\_\_ The unaided hearing loss is in excess of 70 decibels and precludes understanding of speech through the auditory mechanism, even with amplification, and demonstrates an inability in processing linguistic information through hearing, even with amplification.

**6. DEAF-BLINDNESS**

\_\_\_ Students may be identified as deaf-blind when both a vision and hearing impairment exists which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

**7. EMOTIONAL DISTURBANCE** - The following characteristics are indicative of students in need of special education due to an emotional disturbance. Check those that apply:

- \_\_\_ An inability to learn which cannot be explained by intellectual, sensory or health factors.
- \_\_\_ An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- \_\_\_ Inappropriate types of behavior or feelings under normal circumstances.
- \_\_\_ A general pervasive mood of unhappiness or depression.
- \_\_\_ A tendency to develop physical symptoms or fears associated with personal or school problems.

The following criteria must also be met:

- \_\_\_ The serious behavior problems occur over a long period of time (not less than 6 months).
- \_\_\_ Documentation from 2 or more sources (one must be the school) of the frequency & severity of the targeted behaviors.
- \_\_\_ Student's performance falls 2 standard deviations below the mean in emotional functions as measured in school, home, and community on nationally formed technically adequate measures.
- \_\_\_ An adverse effect on educational performance is verified through the evaluation process.

**8. SPEECH OR LANGUAGE DISORDER - Check those that apply:**

**ARTICULATION DISORDER:**

- \_\_\_ Performance on a standardized articulation test falls 2 standard deviations below the mean & intelligibility is affected in conversation; or
- \_\_\_ Test performance is less than 2 standard deviations below the mean but the student is judged unintelligible by the speech language clinician and one other adult; or
- \_\_\_ Performance on a phonological assessment which falls in the profound or severe range & intelligibility is affected in conversation; or
- \_\_\_ An error persists 6 months to 1 year beyond the chronological age when 90% of students have typically acquired the sound based on developmental articulation norms.

**FLUENCY DISORDER:**

- \_\_\_ The student consistently exhibits one or more of the following symptomatic behaviors of dysfluency:
  - (a) Sound, syllable, or word repetition;
  - (b) Prolongations of sounds, syllables, or words;
  - (c) Blockages; or
  - (d) Hesitations.
- \_\_\_ There is a significant discrepancy from the norm (5 dysfluencies per minute) as measured by speech sampling in a variety of contexts; or
- \_\_\_ The disruption occurs to the degree that the individual or persons who listen to the individual evidence reactions to the manner of speech and the disruptions so that communication is impeded.

**VOICE DISORDER:**

- \_\_\_ Consistent deviations in one or more of the parameters of voice: pitch, quality, or volume exist; and
- \_\_\_ The voice is discrepant from the norm as related to age, gender, and cultural and is distracting to the listener; and
- \_\_\_ The disorder is not the result of a temporary problem such as: normal voice changes, allergies, colds, or other such conditions.

**LANGUAGE DISORDER:**

- \_\_\_ Through age 8, performance falls 1.5 standard deviations below the mean on standardized evaluations;
- \_\_\_ Beginning at age 9, a difference of 1.5 standard deviations between performance on a individually

administered language instrument and expected potential as measured by an individually administered intelligence test.

\_\_\_The student's pragmatic skill, as measured by checklists, language samples and/or observation, adversely affects the student's academic and social interactions.

## **9. MULTIPLE DISABILITIES**

\_\_\_Concomitant impairments (such as a cognitive disability-blindness or a cognitive disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

## **10. VISION LOSS** -A deficiency in visual acuity shall be one of the following:

\_\_\_Visual acuity of no better than 20/70 in the better eye after correction; or

\_\_\_Restricted visual field; or

\_\_\_Limited ability to move about safely in the environment due to a visual disability; or

\_\_\_Blindness - Visual acuity of 20/200 or less in the better eye with correcting lenses or a limited field of vision such that the widest diameter subtends an angular distance of no greater than 20 degrees or has a medically indicated expectation of visual deterioration.

## **11. ORTHOPEDIC IMPAIRMENT** - There must be evidence of the following:

\_\_\_Impaired motor functioning significantly interferes with educational performance; **and**

\_\_\_Deficits in muscular or neuromuscular functioning that significantly limits the student's ability to move about, sit, or manipulate materials required for learning; **and**

\_\_\_Student's bone, joint, or muscle problems affect ambulation, posture, or gross and fine motor skills; **and**

\_\_\_Medical data by a qualified medical evaluator describes and confirms an orthopedic impairment.

## **12. AUTISM** - An autistic disorder is present in a student if at least 6 of the following 12 characteristics are expressed by a student with at least two of the characteristics from subdivision (1), one from subdivision (2), and one from subdivision (3):

### (1)Qualitative impairment in social interaction, as manifested by at least **two** of the following:

\_\_\_Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction;

\_\_\_Failure to develop peer relationships appropriate to developmental;

\_\_\_A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people such as lack of showing, bringing, or pointing out objects of interest;

\_\_\_Lack of social or emotional reciprocity;

### (2)Qualitative impairment in communication as manifested by at least **one** of the following:

\_\_\_Delay in or total lack of, the development of spoken language not accommodated by an attempt to compensate through alternative modes of communication such as gesture or mime;

\_\_\_In individual with adequate speech, marked impairment in the ability to initiate or sustain conversation with others;

\_\_\_Stereotyped and repetitive use of language or idiosyncratic language;

\_\_\_Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level;

### (3)Restricted repetitive and stereotyped patterns of behavior, interests, and activities as manifested by at least **one** of the following:

\_\_\_Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus;

\_\_\_Apparently inflexible adherence to specific, nonfunctional routines or rituals;

\_\_\_Stereotyped and repetitive motor mannerisms such as hand or finger flapping or twisting, or complex whole-body movements;

\_\_\_ Persistent preoccupation with parts of objects.

A student with autism also exhibits delays or abnormal functioning in at least **one** of the following areas, with onset generally prior to age three:

\_\_\_ Social interaction;

\_\_\_ Symbolic or imaginative play;

\_\_\_ Language as used in social communication.

### **13. OTHER HEALTH IMPAIRED**

\_\_\_ Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that : Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, Tourette syndrome, nephritis, rheumatic fever, and sickle cell anemia; and That adversely affects a student's educational performance.

### **14. TRAUMATIC BRAIN INJURY**

\_\_\_ An acquired injury to the brain caused by an external physical force, resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory; perceptual; and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

### **ELIGIBILITY DETERMINATION:**

\_\_\_ YES - The team agrees this student:

a. has a diagnosed disability;

b. the disability adversely effects the students educational performance; and

c. the student requires specifically designed instruction to benefit from a free appropriate public education.

\_\_\_ NO – The student is not eligible for special education or special education and related services.

The team determined this student meets eligibility criteria under the following category: (check the category that will be reported on child count)

\_\_\_ 500 - Deaf-Blindness

\_\_\_ 505 - Emotional Disturbance

\_\_\_ 510 – Cognitive Disability

\_\_\_ 515 - Hearing Loss

\_\_\_ 525 – Specific Learning Disability

\_\_\_ 530 - Multiple Disabilities (list category(s) of eligibility)

\_\_\_ 535 - Orthopedic Impairment

\_\_\_ 540 – Vision Loss

\_\_\_ 545 – Deafness

\_\_\_ 550 – Speech/Language

\_\_\_ 555 - Other Health Impairment

\_\_\_ 560 – Autism

\_\_\_ 565 - Traumatic Brain Injury

\_\_\_ 570 - Developmental Delay

(cognitive, physical, communication, adaptive,  
social/emotional)

### **RELATED SERVICES – Student need to be determined during IEP program development**

#### **1. Criteria for Occupational Therapy Services**

The student has a disability and requires special education; the student needs occupational therapy to benefit from special education; and the student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean in one or more of the following areas: fine motor skills, sensory integration, or visual motor skills.

#### **2. Criteria for Physical Therapy Services**

The student has a disability and requires special education; the student needs physical therapy to benefit from special



education; and the student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean on a standardized motor assessment instrument.

### **3. Speech – Language Pathology**

To be provided as a related service, the IEP team must determine that the related service is necessary in order for the student to benefit from the special education program.

